

ORGANIZATIONAL COMMITMENT AND JOB SATISFACTION; AN EMPIRICAL STUDY WITH SPECIAL REFERENCE TO THE TEACHING STAFF OF THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA

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ABSTRACT

Study Objectives

The purpose of this study is to examine the impact of Job Satisfaction (JS) on Organizational Commitment and vice versa among the teaching staff at The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat, India. Organizational Commitment (OC) is highly related with the performance and motivation of the employees of any organization and motivation and performance is totally depends on the satisfaction level of the employee. The study designed to explore that what point teaching staff is committed to their work, universities and satisfied with diverse aspects to their job. The study will be beneficial for Administrator and policy makers of The Maharaja Sayajirao University of Baroda in particular and Ministry of Higher Education, Government of Gujarat in General to take necessary steps for the improvement of organizational commitment.

Research Design/Methodology

A descriptive research design has been used to carry out the study due to the nature of the data and its analysis. A survey has been conducted with the help of close ended structured questionnaire among the teaching staff in the selected department of The Commerce Faculty at The Maharaja Sayajirao University of Baroda. Questionnaire was distributed among all the teaching staff of the commerce faculty at The Maharaja Sayajirao University of Baroda. Total 56 questionnaires have been collected from the faculty members out of which 6 questionnaires was incomplete hence not included in the study. Finally 50 respondents considered as final sample size for this study. IBM SPSS version 20 was used for data analysis.

Findings

The finding of the study demonstrates that satisfaction and designation of teaching staff have direct relationship while organizational commitment has inverse relationship with designation. The finding of the study also highlight that the organizational commitment and satisfaction of an employee has inverse relationship which seems to be dangerous for the development of organization.

Research Limitations/Implications

The study is limited to the teaching staff of selected department at The Maharaja Sayajirao University of Baroda. Self-Designed Scales and measure will be used to measure job satisfaction and organizational commitment. Findings of the study will be limited to the teaching staff of The Maharaja Sayajirao University of Baroda only due to the coverage and scope of the study.

KEYWORDS: *Organization, Commitment, Job-Satisfaction, Maharaja Sayajirao University of Baroda, Teaching Staff, Performance, Motivation, Employee*

Received: Dec 31, 2015; **Accepted:** Jan 08, 2016; **Published:** Jan 22, 2016; **Paper Id.:** IJBMRFE20165

INTRODUCTION

A satisfaction from the job is the prerequisite for the employee of that come to give their 100% commitment towards the job. The same has been proved by many authors like (Porter et al., 1974; Mottaz, 1987; Williams & Anderson, 1991; Vandenberg & Lance, 1992; Knoop, 1995; Young, Worchel & Woehr, 1998; Testa, 2001) over a period. This two attributes Job satisfaction and job commitment, decide the relevance and job attitude of employees. One of the famous thinker, of this area, Hoppock (1935) has defined job satisfaction as “a combination of psychological, physiological and environmental circumstances that causes a person to say: I’m satisfied with my job”.

Organizational commitment is an important topic in organizational behavior considering the large number of work that studied relationships between organizational commitment, attitudes and behaviors in the organization (Porter et al., 1974, 1976; Koch & Steers, 1978; Angle & Perry, 1981). Job satisfaction is considered as a reason for organizational commitment (Lincoln & Kalleberg, 1990; Mowday, Porter, & Steers, 1982; Mueller, Boyer, Price, & Iverson, 1994; Williams & Hazer, 1986). The reverse is also applicable where organizational commitment is a cause to job satisfaction (Vandenberg & Lance, 1992).

Finally, when an employee is satisfied with the job the employee becomes more committed to the organization and vice versa. In other words, job satisfaction can be measured and assessed by organizational commitment and vice versa (Porter et al., 1974; Mottaz, 1987; Williams & Anderson, 1991; Vandenberg & Lance, 1992; Knoop, 1995; Young, Worchel & Woehr, 1998; Testa, 2001).

Based on the review of the literature, there is a need for further investigation of this topic specifically in the Higher Education in Gujarat, India. Therefore, the purpose of this study on one hand is to examine the impact of certain demographics’ key variables on both job satisfaction and organizational commitment. Where on the other hand, is to Examine The Relationship Between Job Satisfaction And Organizational Commitment.

REVIEW OF LITERATURE

George and Jones (2008), has found that the job satisfaction is the sum total of feelings and beliefs that people have about their present jobs and there levels of job satisfaction can sort in two extreme that is extreme satisfaction to extreme dissatisfaction. Some of thinkers have explained job satisfaction as a affirmative feeling about a job which they acquired when they evaluated the job attributes (Robbins & Judge, 2009, p. 83). A per the Nelson and Quick (2009) job experience is a pleasurable or positive emotional state of feeling found from the assessment of one’s job or job experiences. Employee’s mental taxonomy of job into objective and subjective variables is the main cause of satisfaction and dissatisfaction in regards to job Hamermesh (2001).

Hirschfield (2000) stated, intrinsic job satisfaction is the feeling of employees about the various variables which are available within the job like nature of the job and tasks etc. where extrinsic job satisfaction is the environment which exist at the job place like peer’s relationship, physical facilities etc. According to the literature for industrial psychology the positive emotional level perceived by the employee when the employee gets a job appraisal is one the determinant job satisfaction (Locke, 1976).

As per While Hoppock (1935), the one of the earlier investigator of this area said that job satisfaction is some total of psychological factor, physiological factor and environmental conditions that force the employee to say: I am happy & satisfied with my job. According to Freeman (1978) and Hamermesh (1977) the attributes which has high impact on job satisfaction are employees' personal and job characteristics.

Many authors namely few, Sloane, Battu, and Seaman (1995), (Clark, 1997), (Hagenaar, 1986; Ross & Reskin, 1992) and Comm and Mathaisel (2000) have studied impact of education and employees job satisfaction. According to them highly educated employees have feeling of mismatch among education and the job/position and it amounts to the low level of job satisfaction. Some authors have observed that positive co-relationship between the higher education and expectancy of higher jobs failing which leads to distress and unhappiness. The level of pay, other financial and non-financial benefits to employees, other HR practices (training and development, scientific recruitments) also plays significant roles in employees' job satisfaction and dissatisfaction.

Herzberg (1957) has also found in his study that only satisfied employees will append move value and shows the commitment to organisation. The various studies have proved that in order to direct and create the constructive work attitude the prerequisite is job satisfaction which could be used to measure an employee's overall attitudes (Lee-Kelley et al., 2007).

There are mix opinions reported for the relationship between gender and its impact on job satisfaction. Some studies have shown that there is no association between gender and job satisfaction (Bruning & Snyder, 1983; Quinn, Staines, & McCullough 1974; Mortimer, Finch, & Maruyama, 1988). According to Souza-Poza (2003) had revealed that female (women) employees are less satisfied than male employees while another group of researchers have reported that female employees are highly satisfied than of male employees (Jinnett and Alexander, 1999; Coward, Hogan, Duncan, Horne, Hiker and Felsen, 1995).

Study of O'Reilly & Caldwell (1980) found that task itself is one of the important source of job satisfaction provided task would be seen as challenging, more variety involved and provides more opportunities for growth. As far as between age of employees and job satisfaction, researches had not reported the steady relationship while some research had reported the non-linear relationship between age and job satisfaction. It means age of the employee has no impact on job satisfaction (Sarker, Crossman, & Chinmeteeputuck, 2003; Sharma & Jyoti, 2005, 2009; Tu, Plaisent, Bernard, & Maguiraga, 2005). But studies conducted by Belcastro & Koeske, (1996); Billingsley & Cross, (1992); Cramer, (1993); Jones Johnson & Johnson, (2000); Larwood, (1984); Loscocco, (1990); Saal & Knight, (1988); Spector, (1997) had accounted that older employees have shown high level of job satisfaction than of younger employees.

Now a day, management is more concern and focused for the employee's job satisfaction because many studies have proved and shown positive relationship among the job satisfaction and organizational commitment (Porter et al., 1974; Mottaz, 1987; Williams & Anderson, 1991; Vanderberg & Lance, 1992; Knoop, 1995; Young, Worchel & Woehr, 1998; Testa, 2001).

METHODOLOGY

Operationalization and Measurements

For the purpose to study job satisfaction is measured by the tool used and developed by "Brayfield AH, Rothe HF" (1951) which has incorporated 18 variables. And tool developed and used by 'Meyer, Allen, & Smith' (1993) is used

to measure organizational commitment having 23 objects which will measure different types of commitment namely affective, normative and continuance. The surveys used a five points scale which represented the degree of agreement or disagreement where (1= Very Dissatisfied, 2 = Dissatisfied, 3 = Cannot decide whether I am satisfied or not, and 4 = Satisfied, 5 = Very Satisfied).

Research Approach

The study was conducted in The Maharaja Sayajirao University of Baroda, Vadodara, Gujarat, India during the academic year 2014 - 2015. The Maharaja Sayajirao University of Baroda is one of the oldest public academic organizations under the Gujarat government in western India. The Maharaja Sayajirao's grandson Sir Pratapsingh Rao Gaekwad is the founder the Maharaja Sayajirao University of Baroda. The prime objective of the establishing this university is to make available a distinctive type of University. This university is the only residential university of the state of Gujarat having English language as medium of instruction not only for teaching but also for everyday work in the University. It also has absolute freedom in all academic matters and is free to introduce new branches of studies as per the needs and aspirations of citizens of Baroda, industries surrounded to city and country.

The study was conducted in one of the largest faculty (Student Enrollment) Faculty of commerce. Close ended structured questionnaire have been distributed among all the teaching staff to collect the desired information in a proper format. Total 50 complete questionnaires have been found after correction and hence 50 respondents have been considered as a final sample size for this study. Data have been entered into excel sheet and IBM SPSS 20 have been used for data analysis.

RESULTS & FINDING

As evident from table 1, out of total respondents 28 were female while 22 were male. According to the age group majority 24 respondents belongs to the age category of 30 – 40 years of age followed by 40 – 50 years 12 respondents while 8 respondents were in the age category of less than 30 years and only 6 respondents having their age more than 50 years.

Table: 1: Demographic Profile

		Frequency	Percentage
GENDER	Male	22	44
	Female	28	56
AGE in Years	Below – 30	8	16
	30 – 40	24	48
	40 – 50	12	24
	50 – Above	6	12
Educational Qualification	Doctorate	20	40
	Master	30	60
Experience in Years	Below - 5	8	16
	6 - 10	17	34
	11 - 20	16	32
	21 – 30	6	12
	31 - Above	3	6
Monthly Salary in INR	15001 – 25000	16	32
	25001 – 41000	9	18
	41001 – 55000	2	4
	55001 – 70000	9	18
	70001 – Above	14	28

Table 1: Contd.,			
Designation	Professor	5	10
	Associate Professor	9	18
	Assistant Professor	11	22
	Contractual Assistant Professor	9	18
	Teaching Assistant	16	32

On the basis of educational qualification 60 percent respondents having their qualification as master degree or their equivalent while 40 percent were having their qualification as doctorate and above. According to the experience more than 65 percent employees were having 5 to 20 year experience while only 16 percent have less than five year work experience. Only 18 percent employees were having their experience more than 20 years. According to this classification it can be concluded that the department and faculty have ample number of young and energetic staff who can learn and advance with the new technology.

Designation is seems to be an important factor in any area of professional career. As evident from table 1 Teaching assistant are highest among all the designation followed by assistant professor which indicates that they were young and full of technical knowledge so they can perform in a better way in this globalized and high tech era.

Table 2 demonstrates the comparison between overall job satisfactions according to the designation of an employee on various pre-defined parameter. As evident from the table 2 professor (Prof) and contractual assistant professor (CAP) are being able to keep busy all the time. As it is expected, professors have so many decision making roles and responsibilities while contractual assistant professors have pressure on them for their renewal or permanent appointment. The interesting thing is that assistant professor (AP) and associate professor (Ass P) are less busy as compare to the other staff which reflects that they are relaxed because they do not have so much fear of job losses and even workload. All of the respondents equally feels that they get chance to work alone on the job while only professors get chances to do different things from time to time. It is as expected because other staff does not have so much liberty, freedom and power to do the thing as he/she wants. They just need to follow the guidelines given to him by the authority and their superior.

Associate professor are less satisfied on the parameter that the way his bosses handle his/her workers. It is also expected in the academic organization because bosses have fear for take over and competence from their just subordinate. To restrict him or to highlight his weakness, incompetence's the boss never want to promote his subordinate or highlight their quality. Boss starts to feel jealous on this stage.

Only teaching assistant (TA) and contractual teaching staffs are highly satisfied with the competencies of their supervisor in decision making. It might be possible that this satisfaction level is only due to the fear of job losses and discontinue to contractual assistant professor.

On majority of the job satisfaction parameters only high profile employee have all the benefits, power and position while their subordinates, specially teaching assistant and contractual assistant professor have heavy pressure on them to perform. They are over loaded as compared to the other teaching staff. They forced to do all the things to continue his or her job.

Just opposite of that as they have heavy workload, high pressure on them to perform, they have very less hope for any benefits in form of cash or kind. Their bosses or superior are getting all the benefits only due to they have power, position and decision making power. It is also evident from the table 2 that teaching assistant and contractual assistant

professor did not get monetary benefits as he or she deserved.

Table: 2: Job Satisfaction (JS) as Per the Designation of Teaching Staff

Designation JS	Prof	Ass P	AP	CAP	TA	Total
	Mean	Mean	Mean	Mean	Mean	Mean
Being able to keep busy all the time	4.8	3	3	4.11	3.81	3.64
The chance to work alone on the job	3.8	3.56	3.27	3.44	3.5	3.48
The chance to do different things from time to time	4	2.89	2.73	3.89	2.69	3.08
The chance to be "somebody" in the community	4	2.56	2.91	3.33	3.44	3.2
The way my boss handles his/her workers	3	2.78	3.27	3.44	3.38	3.22
competence of my supervisor in making decisions	1	1.78	2.82	3.56	3.19	2.7
Able to do things that do not go against my decisions	4	2.67	2.64	3	2.5	2.8
The way my job provides for steady employment	3	3.33	3.82	3.33	2.19	3.04
The chance to do things for other people	4	2.56	2.55	3.78	3.31	3.16
The chance to tell people what to do	4	2.22	2.64	3.44	3	2.96
The way Organizational policies are put into practice	2	1.67	2.27	3	2.38	2.3
My pay and the amount of work I do	4.6	4.22	3.91	2.78	1.19	2.96
The chances for advancement on the job	4	2.44	2.36	2.44	1.81	2.38
The freedom to use my own judgment	3.2	2.67	2.55	3.33	2.63	2.8
The working conditions	2	2.67	2.55	3.11	2.75	2.68
The way my co-workers get along with each other	3	2.56	2.64	3.44	2.75	2.84
The praise I get for doing a good job	4	2.44	2.55	3.78	3.5	3.2
Feeling of accomplishment I get from the job	4	2.78	2.64	4.44	3.88	3.52

Table 3 depicts the outcome of comparison between job satisfactions and the experience of an employee. As it is evident from the table 3 that almost on each and every parameters highly experienced employee are highly satisfied as compared to the less experienced employee. There is a similarity between satisfaction level of employee according to the designation and according to the experience except few parameters.

Table: 3: Job Satisfaction as Per the Experience of Teaching Staff

Experience JS	2 - 5 Years	6 - 10 Years	11 - 20 Years	21 - 30 years	31 - Above Years	Total
	Mean	Mean	Mean	Mean	Mean	Mean
Being able to keep busy all the time	2.63	3.47	4.25	3.50	4.33	3.64

Table 3: Contd.,						
The chance to work alone on the job	3.13	3.71	3.25	3.50	4.33	3.48
The chance to do different things from time to time	2.13	3.29	3.19	3.00	4.00	3.08
Chance to be "somebody" in the community	2.75	3.00	3.69	2.67	4.00	3.20
The way my boss handles his/her workers	2.88	3.47	3.31	2.83	3.00	3.22
Competence of my supervisor in making decisions	2.50	2.88	3.19	1.67	1.67	2.70
Being able to do things that do not go against my decisions	2.63	3.18	2.31	3.00	3.33	2.80
The way my job provides for steady employment	2.38	3.18	2.94	3.50	3.67	3.04
The chance to do things for other people	3.00	3.24	3.19	2.67	4.00	3.16
The chance to tell people what to do	4.13	2.76	2.50	2.67	4.00	2.96
The way Organizational policies are put into practice	3.00	2.65	1.69	2.17	2.00	2.30
My pay and the amount of work I do	2.38	3.41	1.94	4.50	4.33	2.96
The chances for advancement on the job	2.00	2.53	2.25	2.67	2.67	2.38
The freedom to use my own judgment	2.00	3.12	2.69	2.67	4.00	2.80
The working conditions	2.00	2.88	2.81	2.33	3.33	2.68
The way my co-workers get along with each other	2.38	2.94	2.81	2.50	4.33	2.84
The praise I get for doing a good job	4.00	2.94	3.38	2.33	3.33	3.20
Feeling of accomplishment I get from the job	3.88	3.24	3.75	3.33	3.33	3.52

Table 4 depicts the outcome of comparison of organizational commitment as per the designation of teaching staff. As it is evident from the table that as the designation increases commitment level goes down. Teaching assistant and contractual assistant professor have high level of commitment while professor have low level of commitment followed by the associate professor. This is just considered as the starting point of down fall of any organization where senior getting so much handsome amount of money and they do not want to perform as they have to. They are just getting involved in unhealthy politics and create unhealthy environment for sound education. It is well said proverb that if a leader has no vision or no commitment then their team cannot succeed at any time and they will be collapsed shortly.

In the last two parameters of table 4, first one is do not feel emotionally attached with the organization and professor are 100 percent agree with this statements. It simply means they are just passing their time till his retirement. Professors do not want to contribute academically. They do not feel like part of family within the organization.

Table 4: Organizational Commitment (OC) (Affective) as Per the Designation of Teaching Staff

Designation OC	Prof	Ass P	AP	CAP	TA	Total
	Mean	Mean	Mean	Mean	Mean	Mean
I would be very happy to spend the rest of my career with this Organization	1.00	3.78	4.55	4.22	4.06	3.84
I feel proud in discussing about my organization with outsider	2.00	3.56	4.55	4.44	4.06	3.94
I really feel as if this organization's problems are my own	3.00	2.67	3.82	3.78	4.31	3.68
I could easily attached to another Organization as I am to this one	3.00	3.89	2.55	3.00	2.63	2.94
I do not feel like "part of the family" at my organization	2.00	3.56	3.82	2.22	3.06	3.06
I do not feel "emotionally attached" to this organization	5.00	3.89	3.82	2.44	3.06	3.46
This organization has a great deal of personal meaning for me	5.00	4.00	3.36	4.33	3.69	3.92
I do not feel a strong sense of belonging to my organization	4.00	3.00	2.27	2.56	3.69	3.08

Comparison between organizational commitment (Normative) and the designation of teaching staff have been depicted in the table 5. As evident from the table that professor is not able to decide that people in these days move from company to company to often while associate professor are strongly agree with this statement followed by assistant professor, Contractual assistant professor and teaching assistant respectively. On second parameter, do not believe that a person must always be loyal to his or her organization, teaching assistant were disagree with this statement which clearly indicates that they strongly feels that one should be very loyal to his or her organization at any moment. In another words it can be concluded from the table 5 that as the designation go up the feeling about loyalty goes down automatically and highly salaried staff are less loyal towards his/her organization.

Table: 5: Organizational Commitment (Normative) as Per the Designation of Teaching Staff

Designation OC	Prof	Ass P	AP	CAP	TA	Total
	Mean	Mean	Mean	Mean	Mean	Mean
I think that people these days move from company to company too often	3.00	4.11	3.82	3.44	3.50	3.62
I do not believe that a person must always be loyal to his or her organization	3.00	3.00	3.45	3.44	2.13	2.90
Jumping from organization to organization does not seem at all unethical to me	5.00	2.33	2.82	3.00	2.81	2.98
One of the major reasons I continue to work for this organization is that I believe loyalty is important and therefore feel a sense of moral obligation to remain	1.00	4.11	4.36	3.22	3.31	3.44
If I got another offer for a better job elsewhere, I would not feel it was right to leave my organization	5.00	3.78	3.09	3.33	3.25	3.50
I was taught to believe in the value of remaining loyal to one organization	4.00	5.00	4.82	3.22	4.06	4.24
Things were better in the days when people stayed with one organization for most of their careers	2.00	4.56	4.73	3.11	3.13	3.62

Table 5: Contd.,						
I do not think that wanting to be a "Organizational man" or "Organizational woman" is sensible anymore	4.00	2.22	2.55	3.33	3.38	3.04

Jumping from organization to organization does not seem at all unethical to me have been depicted as third important parameter in table 5. As it is evident from the table that professors are strongly agree with the statement that jumping from one organization to another is not unethical. The reason is very clear here that after retirement they want to join other private academic institute as vice chancellor, dean, director and head with handsome amount of salary. As it is noticed that they are not committed employee, they do not feel good within the organization the reason behind all this that they are just busy in field work for making their Market Value so the people in the same field will be able to know him/her and in return he/she will get better offer for his remaining academic career by private players in academics.

Fourth parameter of organizational commitment (normative) in table 5 is one of the major reasons I continue to work for this organization is that I believe loyalty is important and therefore feel a sense of moral obligation to remain and it has been found that professors are strongly disagree with this statements and they do not feel any sense of moral obligations while other staff are agree and strongly agree with this statement.

Table: 6: Organizational Commitment (Continuance) as Per the Designation of Teaching Staff

Designation	Prof	Ass P	AP	CAP	TA	Total
OC	Mean	Mean	Mean	Mean	Mean	Mean
I am not afraid of what might happen if I quit my job without having another one line up	3.00	3.33	2.64	2.89	3.63	3.16
It would be very hard for me to leave my organization right now, even if I wanted to	3.00	4.22	3.55	4.11	3.75	3.78
Too much in my life would be disrupted if I decided to leave my organization right now	3.00	3.22	2.73	4.56	4.00	3.58
It would not be too costly for me to leave my organization in the near future	3.00	2.00	2.27	1.67	3.00	2.42
Right now, staying with my organization is a matter of necessity as much as desire	3.00	2.89	2.64	3.11	2.25	2.68
I feel that I have too few options to consider leaving my agency	3.00	1.67	2.00	2.78	3.13	2.54
One of the few negative consequences of leaving this organization would be the scarcity of available alternatives	4.00	1.67	1.73	2.89	2.75	2.48
One of the major reasons why I continue to work for this agency is that leaving would require considerable personal sacrifice another organization may not match the overall benefits here	4.00	1.67	2.18	2.67	2.63	2.50

Table 6 represents the comparison between organizational commitment (continuance) and designation of an employee. As it is evident from the table 6 that contractual assistant professor and assistant professor are not afraid of what might happen if they quit their job without having their one line up. The reason is very clear that they are starting position and comparatively less salaried job so they can get even better opportunity at any point of time but for associate professor and professor it become difficult to find same salary job in the market and even they need to perform if they get handsome amount in the private sector and even at new places in the public sector.

Professors are disagree with the statement that it is hard for them to leave their organization right now while associate professor are strongly agree followed by contractual assistant professor. Teaching assistant and assistant professor are neutral on these parameters. Contractual assistant professor strongly feels that it would be costly for them to leave their organization in the near future followed by assistant professor, associate professor and professor respectively which clearly explain that professors do not have any respect of their organization and they do not feel any losses if he/she leave the organization.

FINDINGS & CONCLUSIONS

In concluding remark it can be highlighted that as far as job satisfaction is concern satisfaction and designation have direct relationship means as designation increases satisfaction level automatically goes up and vice versa. It is important to highlight the reason behind this at this juncture. One of the important reasons for this high satisfaction level is power and position. Second important factor is low workload and less pressure to perform. The third important factor is high amount of benefits in form of cash and kind.

In organizational commitment the relationship become inverse between designation and commitment level. Low level employees are highly committed as compared to highly designated staff. It is also evident from the data analysis that satisfaction and commitment level have inverse relationship means less committed staff are highly satisfied while highly committed staff are less satisfied. In other word it can be concluded that high salaried staff are highly satisfied while having low organizational commitment and low salaried staff are highly dissatisfied while they are having high degree of organizational commitment.

The findings of the study would the priceless to the university authority and faculty and it will be eye opening to them also in regards to commitment towards organisation. It will not only help in identifying the areas which are important to improve the commitment but it will also help them in making policies and strategies to improve the job satisfaction by making appropriate provisions for fundamental and extrinsic work rewards.

It would be fruitful for planner and policy maker for Gujarat higher educational institute that they must assess the satisfaction level and organizational commitment of the employee. More advantage should be given to the highly vomited staff as compared to others. Further studies will be required in the state of Gujarat on job satisfaction and organizational commitment in educational institute at broader scale to take any concrete decision.

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